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ELECTRONIC THESIS AND DISSERTATION UNSYIAH

TITLE

THE EFFECT OF ATTENTION, RELEVANCE, CONFIDENCE AND SATISFACTION (ARCS) MODEL IN TEACHING SPEAKING ON SENIOR HIGH SCHOOL STUDENTS (AN EXPERIMENTAL STUDY ST MAN 3 BANDA ACEH)

ABSTRACT

The objectives of this study were to examine: (1) whether there is a significant speaking score improvement between the students who are taught using ARCS model and those who are taught without using ARCS model, (2) the students' response toward the implementation of ARCS model in teaching speaking. This experimental research was conducted to the first year of MAN 3 Banda Aceh in academic year 2017/2018. The sample was students class X-IA1 as the experimental group and X-IA2 as the control group. The sample was chosen by using random sampling technique. The research applied ARCS model in experimental group to collect the data. The data from pretest and posttest were analyzed by using z-test for speaking test. Meanwhile, questionnaires were given to collect the students' responses. The data from questionnaires were analyzed by using percentage. The finding reveals that: (1) there is a significant difference in students' scores who are taught by using ARCS model and the students who are taught without using ARCS model. The first hypothesis was proven by z-test result (4.18) that the difference is significant. The result of data analysis proved that there are significant differences in students' post test scores in term of pronunciation, grammar, vocabulary, fluency and vocabulary. The z-score for pronunciation is 3.30, grammar is 1.55, vocabulary is 2.34, fluency is 4.65 and comprehension is 2.25. Those z-scores are beyond the limit given between -1.96 and 1.96. It proved the alternative hypothesis that there are significant differences in students' sub skills scores between students who are taught by using ARCS model and those who are taught without using ARCS model. It also implied teaching by using ARCS model is effective to improve fluency. It proved by the z-scores in which fluency z-score is the highest among the five speaking sub-skills z-scores. (2) the student gave positive response toward the implementation of ARCS model in teaching speaking in which 27.77% students strongly agreed and 50% students agreed that they feel fun when learning with ARCS model. Based on the result analysis, it was concluded that ARCS model improved students' speaking. Furthermore, the researcher suggested other researchers to conduct researches by paying attention on the four elements of ARCS model in reading, listening and writing skill to discover new further theories about ARCS model.